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editor might have been increased in number and made really conversational in form. This could have been done by making a good dialogue between two persons, an exercise will be found very interesting by students and very practical.

Der Bibliothekar. Von GUSTAV VON MOSER. Edited by W. A. COOPER. New York: American Book Co.

This is a delightful farce, full of the spirit of the German language and one that students always enjoy. It is of great value in conversational work in German, as experience has taught. Had the editor added some good, well-planned exercises, he would have increased the value of the edition tenfold.

Das Spielmannskind und der stumme Ratsherr. Von W. H. RIEHL. Edited, with Notes and Vocabulary, by G. M. PRIEST. New York: American Book Co.

Riehl's stories are very interesting and instructive to those more advanced students who take an interest in the past of any country, in its institutions, manners, and social life. Riehl's style is at once charming and difficult, and for that reason great care must be taken with the vocabulary. It would be an improvement in such books if the page and line were noted wherever a word has a peculiar force and needs particular care in translation to convey the author's meaning. Otherwise the edition before us seems to be carefully done.

Minna von Barnhelm. Von G. E. LESSING. Special Edition, with Vocabulary, by SYLVESTER PRIMER. Boston: D. C. Heath & Co., 1902.

In this special edition Professor Primer has cut down his introduction, added twelve plates of Chodowiechi's scenes from *Minna* and for school use has also added a vocabulary. The book in its present form will have the new lease of life it deserves.

L. E. HORNING.

VICTORIA COLLEGE,
The University of Toronto.

The Teaching of Chemistry and Physics in the Secondary School. By ALEXANDER SMITH AND EDWIN H. HALL. New York. Longmans, Green & Co., 1902. \$1.50.

THIS book is in two parts. The first part, on chemistry, by Professor Smith, contains 227 pages; the second, by Professor Hall, on physics, contains 144 pages.

The book will be read with great profit by teachers of chemistry and physics, and those copies that fall into the hands of superintendents and principals will be no less effective in promoting the interests of education.

It will be convenient to review the two parts separately.

Professor Smith gives reasons for the study of science, and sketches the history of chemistry teaching. He thinks that the present "average instruction" is far below what it might be and ought to be. He discusses the place for chemistry in the curriculum, the conclusion being that physics should precede chemistry and that chemistry should be placed in the last year of the high-school course. After dealing with the motive of the Committee of Ten for recommending the reverse order, the author suggests that the teacher of physics can easily give the necessary instruction in geometry, and thus the postponement of the work for a whole year may be avoided.